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ABSTRACT

The program covers two public school districts, Harlandale and San Marcos, and Southwest Texas State University. This report, however, deals only with the San Marcos Bilingual Education Program, which provides bilingual education for pupils in grades K-5 who have limited English speaking ability. Due to parental requests, 19% monolingual English speakers were also accepted into the program. Objectives for Mexican American children are: to reduce their educational deficit by instructing them in Spanish while their command of English is being developed; to enhance their understanding and cognitive development in both languages; to give them the advantage of becoming literate in both languages; and to instill a knowledge of and pride in their bicultural heritage. Objectives for Anglos are to give them the opportunity to become bilingual and literate in two languages and to broaden their outlook on and understanding of languages and cultures. The project components are: (1) development of and revision of curriculum materials; (2) bilingual instruction in grades K-5; (3) staff development; (4) parental and community involvement, and (5) coordination of the cooperative efforts of the two school districts and the teacher training institution. In the 22 classrooms in the program, there are 625 children enrolled in the district's four elementary schools. Of these children 81% are Spanish surnamed. The eight recommendations cover such things as transferring pupils team teaching with monolingual and bilingual teachers, and test administration. Much of the data are presented in Spanish and English tests and tables. (KM)

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FINAL EVALUATION REPORT

OF THE

SAN MARCOS INDEPENDENT SCHOOL DISTRICT'S

BILINGUAL EDUCATION PROGRAM

(San Marcos is a member of the Consortium comprised by Harlandale Independent School District, San Marcos Independent School District, and Southwest Texas State University.)

1973-1974

Submitted To:

Mr. Rene González
Project Director

and

The U. S. Office of Education as a report of the fifth year's progress, under the provisions of Title VII of P.L. 89-10, as amended.

Grant # OEG-0-9-530014-3480 (280)

by

Dr. Helene W. Harrison
Internal Evaluator

RC007868

RECOMMENDATIONS

1. A letter from the superintendent to the principals apprising them of the problem created by shifting pupils into and out of the bilingual project is one possible way of attempting to eliminate this practice which is so detrimental to the pupils.

2. The elimination of team-teaching between monolingual teachers and bilingual teachers which is planned for next year should improve morale of project teachers a great deal.

3. Teachers whose pupils were successful on the Metropolitan Achievement Test and/or on the Spanish reading test (Prueba de Lectura) deserve commendation from the superintendent for their efforts.

4. Teachers whose pupils performed poorly on the Metropolitan or on the Spanish reading test need special counsel from the coordinator in attempting to improve their ability to help their pupils achieve more next year.

5. Fall Peabody results show that many pupils in this district enter school with a large vocabulary/concept disadvantage. The importance of this problem cannot be emphasized too strongly. Extensive work must be done to attempt to overcome this disadvantage, not only by kindergarten and first grade teachers but by teachers at all grade levels. The coordinator should do whatever is necessary to assure this.

6. Since balanced bilinguals are severely handicapped in both languages, it is suggested for these pupils that English be the major language of concentration since concentration in two languages may spread development

in each language too thin. For the Spanish-dominant child who is also severely handicapped in concept/vocabulary development, reading readiness and reading activities should be begun in Spanish; for the English-dominant child, the converse is true. The coordinator should take responsibility to see that teachers implement these suggestions.

7. Bilingual education in this project has succeeded quite well in all four of its major objectives for kindergarten through third grade. It is hoped this success will proceed upward another grade level next year.

8. Due to the low financial resources of this district, it is an absolute necessity that federal funding be continued in order for bilingual education to have its opportunity to help Mexican-American children achieve a quality education.

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SAN MARCOS FINAL EVALUATION REPORT

This program comprises two public school districts, Harlandale and San Marcos, and a university, Southwest Texas State University. However, since separate evaluations are being performed for the two school districts this year in accordance with the U. S. O. E. directive, this report deals only with the Bilingual Education Program of San Marcos Independent School District. This program is primarily designed to provide bilingual education for pupils in grades K-5 who have limited English-speaking ability. However, due to parental requests, approximately 19% monolingual English-speakers have been accepted into the program. The objectives for Mexican-American children in the program are these: (1) to reduce their educational deficit by instructing them in Spanish while their command of English is being developed; (2) to enhance their understanding and cognitive development in both languages; (3) to give them the advantage of becoming literate in both languages; (4) to instill in them knowledge of and pride in their bicultural heritage. Objectives for Anglo-American children in the program are these: (1) to give them the opportunity to become bilingual and literate in two languages and (2) by introducing them to another language and another culture, boraden their outlook and enhance their understanding of other peoples.

The project embodies several components: (1) development of and revision of curriculum materials for bilingual classes, (2) bilingual instruction in grades K-5, (3) staff development of bilingual teachers, aides, student interns and prospective teachers; (4) parental and community involve-

ment; and (5) coordination of the cooperative efforts of the two school districts and the teacher training institution.

In the twenty-two classrooms involved with the program, there are 625 children enrolled in grades K-5 in the four elementary schools of the district. (See Table I.) Eighty-one percent of these children have Spanish surnames. However, 26% of the pupils in grades K-5 and 12% of the pupils in grade 5 are not Mexican-American. That a majority of the Spanish-surnamed children speak Spanish as the dominant home language has been established by questionnaires completed by parents in previous years of the program.

The project is managed by a director and an evaluator from Southwest Texas State University, a coordinator from the district, and a curriculum specialist. There have been no changes in management personnel this year. Harlandale acts as fiscal agent for the project. Although the director administers the project, major policies are determined by the Consortium. (See Appendix for Organizational Chart.)

A major change in the program is the assumption of financing for kindergarten as well as for the first and second grades by the local district. Title VII is contributing funding for only grades 3-5 this year. Since this means that 50% of the total program is now funded by the local district itself, this appears a strong manifestation of support for the bilingual education concept and a promise of hope for its future after federal funding ceases.

Bilingual Instruction for Grades K-5

The federal guidelines which advised curtailing of evaluation to the instructional component will be followed and other aspects of this

TABLE I

TEACHERS, SCHOOLS, AND SUMMARY OF PUPIL DATA

TEACHER		SCHOOL	GRADE	NUMBER OF PUPILS
Almendarez		Bonham	K	30
Carbajal		Bonham	K	20
Wortham		Bonham	K	15
Flores		Bowie	1	30
Muñoz		Bowie	2	28
Garcia		Bowie	3	31
Ortiz		Bowie	4	34
Gutierrez		Bowie	5	32
Altenhoff	E	Crockett	1	29
Delgado	S	Crockett	1	26
Curlee	E	Crockett	2	31
Nicola	S	Crockett	2	28
Ramsay	S	Crockett	3	26
Farmer	E	Crockett	3	26
Vasquez		Crockett	4	29
Santellana	S	Crockett	5	27
Storey	E	Crockett	5	28
Vance		Travis	1	30
Espinoza		Travis	2	29
Lesak		Travis	3	29
Bazbaz		Travis	4	33
Ortega		Travis	5	34

TOTALS:

22 Teachers	4 Schools	3 Kindergartens*	65
		4 First Grades*	115
		4 Second Grades*	116
		4 Third Grades	112
		3 Fourth Grades	96
		4 Fifth Grades	121
		22 Classrooms	625

*Although these kindergarten, first and second grades in the Bilingual Education Program are being evaluated, they are being financed by the local school district rather than by Title VII this year.

5 Team-teaching Arrangement.

S = Spanish-language teacher. E = English-language teacher.

program will not be discussed. Again in accordance with federal directives, standardized tests constitute a significant part of the evaluation this year.

One problem which has been prevalent in past years of the program is the shifting of pupils into and out of the program from one school year to another. There have been two main reasons for this situation: (1) pupil transfer into and out of the district and (2) assignment of pupils to non-bilingual classes by principals in order to equalize teacher-pupil loads.

Various measures have been tried to alert the principals to the need to retain pupils in the program once they have begun, but that none of these have been particularly successful is evident from a look at Table II. Grade level figures indicate the number and percent lost between the previous grade and this year's grade level. Figures showing number and percent by school indicate quite a range of difference. In one school the pupil transfer out of district rate of 10% accounts for a large amount of the dropout proportion. Overall, however, the reduction from 27% last year for the district to 24% this year is not a substantial improvement. It is suggested that a letter from the superintendent to the principals clarifying the problem and stressing the importance of reduction of the dropout rate might improve the situation next year.

The testing team, which is under the evaluator's supervision, is composed of twenty bilingual student interns of junior or senior rank from Southwest Texas State University. These student interns, who are preparing to be bilingual teachers, carry a full course load at the University and also work ten hours a week as teacher aides in bilingual classrooms. They receive a stipend to cover tuition, books, and supplies and are paid at an

TABLE II

PUPIL DROPOUT DATA
(Figures given are number and percent.)

By Grade Level			By School		
2	36	23%	Bowie	19	15%
3	17	15%	Crockett	67	28%
4	30	28%	Travis	36	25%
5	39	29%			
Total	122	24%	Total	122	24%

*Rate of pupil transfer out of district is 10%.

hourly rate for their work in the classroom. In addition, during and after fall and spring testing they are paid at an hourly rate for administering the Peabody Test and scoring all test instruments administered. They are trained by the evaluator beforehand and are supervised during testing and scoring. Their work has been conscientious and capable. In addition, the teachers for whom they are aides have stated that they are quite good in that capacity because of their college background and career interest.

Testing in bilingual classrooms has proceeded on schedule. In September and again in March the testing team administered the Peabody Picture Vocabulary Test to all project pupils in kindergarten and first grade under the evaluator's supervision. These student interns established good rapport with the pupils and did an excellent job of administering both a Spanish and an English version of the test (Form A of the Spanish and Form B of the English version in the fall and the converse in the spring) to each pupil individually. The advantages of such individualized testing on these two grade levels is immense. Following administration, the testing team scored the tests, and immediate feedback in terms of mental age was given teachers by the evaluator. As soon as possible the evaluator sends feedback on all test scores to project teachers in order to aid them in diagnosing pupil weaknesses and beginning corrective action. Then the scores for all evaluation instruments are punched on cards and electronically processed.

Separate grade level means were computed from fall Peabody scores for Anglo-American and Mexican-American pupils. Additional criteria were set up by which grade level means for several groups of Mexican-American

bilinguals were derived: those puipls whose scores on the two language versions were no further than eleven months apart were considered balanced bilinguals, and means were derived on both languages for this group; those pupils whose scores differed twelve months or more on the two languages were considered dominant in one language, and means were derived only for the dominant language for these pupils. These means are presented in Table III. These figures present significant evidence as to the nature of the handicap Mexican-American children in this project area bring with them upon entering school--a vital concept deficit.

The balanced bilinguals are the most handicapped in concept development, being approximately three years behind. The Spanish-dominant bilinguals are also handicapped, being almost two years behind. The English-dominant bilinguals are the least handicapped, with kindergarteners being equal to the norm and first graders being only a year behind.

A t-test was run to determine whether or not the difference in scores between children who were dominant in one language and children who were balanced bilinguals was significant. The difference between English-dominant and balanced bilinguals proved to be significant at the .001 level of confidence on both kindergarten and first grade levels. The difference between Spanish-dominant and balanced bilinguals also proved to be significant at the .001 level of confidence on both grade levels. The kindergarten English-dominant proved to be significantly different from the Spanish-dominant at the .001 level, as well.

Various explanations could be ventured as to why the balanced bilinguals are the most severely handicapped group.* However, the reasons will not be guessed at here. The important factor is the need for teachers to implement extensive measures to reduce this deficit.

*That this situation is chronic is confirmed by similar findings in two prior years of the project, 1971 and 1972.

TABLE III

PEABODY PICTURE VOCABULARY TESTS*
FALL GRADE LEVEL MEANS
(These figures show mental age in months.)

Grade	English Dominant	Spanish Dominant	Balanced Bilingual English	Balanced Bilingual Spanish
K	64.71 (17)	43.00 (3)	30.29 (23)	30.29
1	65.68 (38)	56.13 (8)	42.16 (38)	40.61

Monolingual English-Speakers

Since kindergarten and first grade in San Marcos have 30% almost monolingual English-speakers, the mean mental age for these children is given below.

	English
K	73.53 (17)
1	83.77 (35)

*Pupils who have less than 11 months difference in mental age between English and Spanish scores are considered balanced bilinguals, and both language scores are used. Pupils whose scores in English and Spanish differ as much as 12 months are considered dominant in one language, and only the score for the dominant language is used.

( ) = No. of pupils.

Extensive concentration on oral language and on experiential concept/vocabulary development in both English and Spanish is needed before reading readiness activities are begun. In addition, it is apparent that there must be continued concentration on this language development not only for one year but for several years if the language disadvantage these children suffer from is to be alleviated. The interrelatedness between oral language proficiency and reading comprehension and other language activities makes it imperative in terms of future educational achievement for these children that this problem be given cognizant attention by teachers. This situation was discussed thoroughly with the coordinator by the evaluator.

From the fall Peabody scores, separate means were derived for this year's first grade pupils who had been in bilingual kindergarten classrooms and for those who had been in nonbilingual kindergarten classrooms last year as well as for those who had not been in kindergarten at all. (These scores are shown on Table IV.) Those pupils who had been in the bilingual kindergarten were ahead of the other two groups from 22 to 45 months in English and behind the other two groups from 6 to 7 months in Spanish. It is evident that there was little Spanish taught in the bilingual kindergarten. However, it is also evident that concentration on English language teaching was extremely effective.

A t-test was run to determine whether or not the difference in English scores for these three groups was significant. The difference between scores for those who had been in the bilingual kindergarten

TABLE IV

A COMPARISON OF BILINGUAL VS. NONBILINGUAL KINDERGARTEN CONCEPT DEVELOPMENT: FALL PEABODY FIRST GRADE MEANS FOR PUPILS FROM LAST YEAR'S KINDERGARTEN

	Number of Pupils	English	Spanish
Bilingual	29	80.62	30.03
Nonbilingual	72	59.21	36.96
Nonkindergarten	7	36.00	35.71

and scores for the other two groups was significant to the .01 level of confidence. This presents striking evidence that the bilingual kindergarten program is one successful means of helping to overcome the vital concept deficit in English which many of these children suffer from.

The objective of a normal six-month gain during the six-month interval between pre- and post-tests was fulfilled in English by approximately two-thirds of both kindergarten and first grade pupils and in Spanish by approximately half of the kindergarten and first grade. (See Table V.) Table VI showing mean increases from fall to spring is more revealing of differences between classrooms. All kindergarten classrooms succeeded in making good gains in English; only one of three did the same in Spanish. All first grade classrooms made approximately two-times the normal gain in English. Three of four had high gains in Spanish. Breaking these increases down into mean gains per grade level for Mexican-American and Anglo-American pupils shows that both ethnic groups did well in English but that only the Mexican-Americans learned much Spanish, particularly in first grade.

Table VII shows grade level fall and spring Peabody interquartiles and medians. All quartiles in both kindergarten and first grade reflected normal or above-normal gains in English. The first quartile on both grade levels showed only one or two months gain in Spanish; however, other quartiles showed normal or better than normal gain.

The Metropolitan Readiness Test, Form B, was given in kindergarten by the teachers in February. The kindergarten objective was that half of the pupils should reach the 40th percentile. This percentile rather than

TABLE V

PEABODY PICTURE VOCABULARY TESTS
PERCENTAGE OF PUPILS ACCOMPLISHING 6 MONTH GAIN*

Teacher	School	English Version	Spanish Version
KINDERGARTEN			
Almendarez	Bonham	61	48
Carbajal	Bonham	56	50
Garza	Bonham	67	42
	GRADE LEVEL SUMMARY	61	47
FIRST GRADE			
Flores	Bowie	64	73
Altenhoff	Crockett	77	42
Delgado	Crockett	64	43
Vance	Travis	73	50
	GRADE LEVEL SUMMARY	70	52

*Between September Pre-Test and March Post-Test.

TABLE VI

PEABODY PICTURE VOCABULARY TESTS
MEAN INCREASES*

Teacher	School	English Mean Increase	Spanish Mean Increase
KINDERGARTEN			
Almendarez	Bonham	11.91	7.91
Carbajal	Bonham	9.87	5.00
Garza	Bonham	9.00	4.33
	GRADE LEVEL MEAN INCREASE	10.59	6.16
FIRST GRADE			
Flores	Bowie	11.18	12.77
Altenhoff	Crockett	15.00	5.50
Delgado	Crockett	14.68	8.04
Vance	Travis	11.00	8.81
	GRADE LEVEL MEAN INCREASE	12.97	8.64

Breakdown of Mexican-American and
Anglo-American Mean Increases

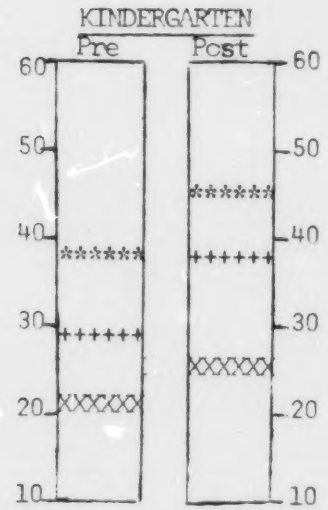
KINDERGARTEN			
Mexican-American	11	11.65	6.60
Anglo-American		7.62	5.19
FIRST GRADE			
Mexican-American		13.25	13.38
Anglo-American		12.44	-0.15

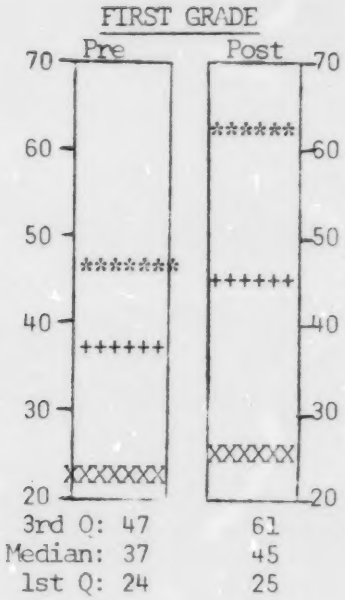
*Figures show mental age in months. A six month gain between September and March would be expected.

TABLE VII

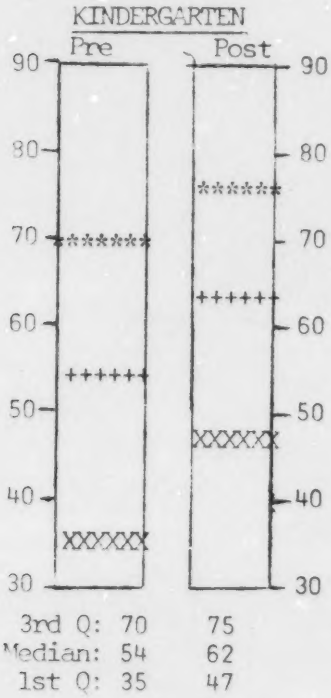
PEABODY PICTURE VOCABULARY TESTS*
INTERQUARTILES AND MEDIANS**

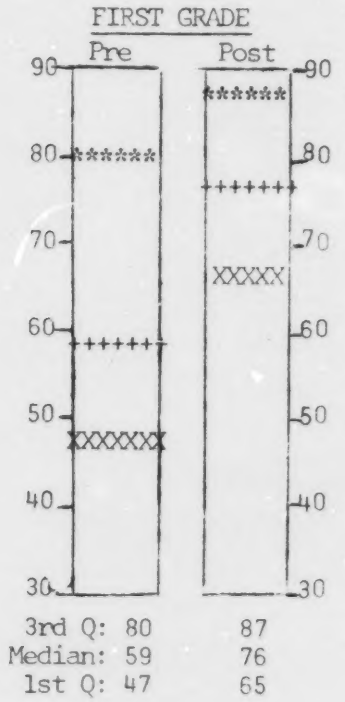
Spanish Version





English Version





*Figures indicate mental age in months.
1st Quartile: XXXXX Median: +++++ 3rd Quartile: ***

the 50th was picked because the test was given twelve weeks before the end of school, and 33% of the school term remained. Seventy-one percent of the pupils reached this objective (See Table VIII). Interquartiles which were computed for this test (Table XIV) for comparison with national norms reveal that more than three-fourths of the pupils performed above the 29th percentile; more than half, above the 75th and one fourth, above the 95th. This is an outstanding accomplishment by the kindergarten teachers.

Metropolitan Achievement Tests, Primary I B, were administered by first grade teachers the last week in February. (See Table IX for results.) Overall, better than 90% of the pupils attained the 1.6 grade equivalent in word knowledge, word discrimination and math; 77% attained it in reading comprehension, a problem area at most grade levels. No classroom failed to succeed. Interquartiles based on percentiles were computed and reveal that the upper three-fourths of the class far exceeded the national norm in each category with the exception of reading comprehension. (See Table XV.) Even here, the upper half of the class far exceeded national norms.

A t-test was run to determine whether or not the performance of first grade pupils who had been in bilingual kindergarten would be significantly higher on the Metropolitan than that of those who had been in regular kindergarten and those who had not been in kindergarten at all. In both reading and math, scores of ex-bilingual kindergarten pupils were significantly higher than scores of the other two groups at the .005 level of confidence. This is another proof of how very much a bilingual kindergarten program can accomplish for pupils and how vital bilingual education is at this grade level.

TABLE VIII

METROPOLITAN ACHIEVEMENT TEST - KINDERGARTEN
PERCENTAGE OF PUPILS ATTAINING 40TH PERCENTILE

Teacher	Percentage of Pupils
Almendarez	74
Carbajal	67
Garza	69
SUMMARY FOR THIS GRADE	71

TABLE IX

METROPOLITAN ACHIEVEMENT TEST - FIRST GRADE
PERCENTAGE OF PUPILS ATTAINING 1.6 GRADE EQUIVALENT

Teacher	WORD KNOWLEDGE	WORD DISCRIMINATION	READING	MATH
Flores	100	96	85	100
Altenhoff	95	100	83	95
Delgado	65	95	71	82
Vance	96	100	70	85
SUMMARY FOR THIS GRADE	90	98	77	91

TABLE X

METROPOLITAN ACHIEVEMENT TEST - SECOND GRADE
PERCENTAGE OF PUPILS ATTAINING 6 MONTH GAIN IN
GRADE EQUIVALENT

TEACHER	WORD KNOWLEDGE	WORD DISCRIMINATION	READING	MATH
Muñoz	62	40	54	52
Curlee	25	29	46	61
Nicola	46	39	60	74
Espinoza	33	26	33	35
GRADE LEVEL SUMMARY	44	33	48	55

TABLE XI

METROPOLITAN ACHIEVEMENT TEST - THIRD GRADE
PERCENTAGE OF PUPILS ATTAINING 6 MONTH GAIN IN
GRADE EQUIVALENT

TEACHER	WORD KNOWLEDGE	WORD DISCRIMINATION	READING	LANGUAGE	MATH	PROBLEM SOLVING
Garcia	29	36	36	00	67	87
Farmer	40	35	35	80	80	40
Ramsay	23	41	64	67	80	57
Lesak	35	25	19	71	71	43
SUMMARY FOR THIS GRADE	31	34	38	51	74	58

TABLE XII

METROPOLITAN ACHIEVEMENT TEST - FOURTH GRADE
PERCENTAGE OF PUPILS ATTAINING 6 MONTH GAIN IN
GRADE EQUIVALENT

TEACHER	READING	LANGUAGE	MATH
Ortiz	17	27	19
Vasquez	26	23	8
Bazbaz	31	25	31
SUMMARY FOR THIS GRADE	23	25	18

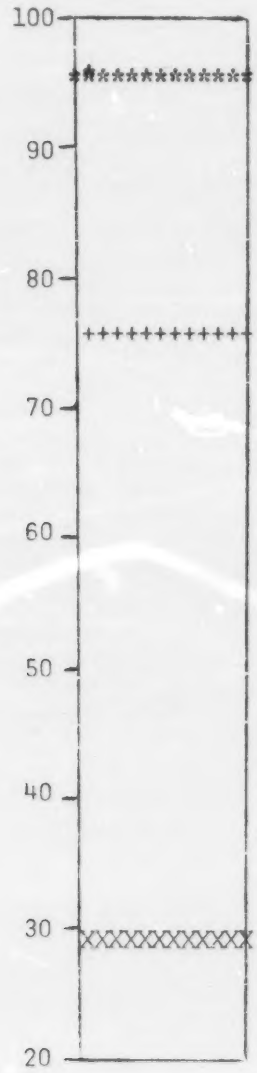
TABLE XIII

METROPOLITAN ACHIEVEMENT TEST - FIFTH GRADE
PERCENTAGE OF PUPILS ATTAINING 6 MONTH GAIN
IN GRADE EQUIVALENT

TEACHER	READING	LANGUAGE	MATH	SOCIAL STUDIES	SCIENCE
Gutierrez	21	27	35	10	11
Santellana	54	46	50	24	52
Storey	35	40	44	19	31
Ortega	35	39	35	32	37
SUMMARY FOR THIS GRADE	37	38	42	20	32

TABLE XIV

METROPOLITAN ACHIEVEMENT TEST - KINDERGARTEN
INTERQUARTILES BASED ON PERCENTILES*

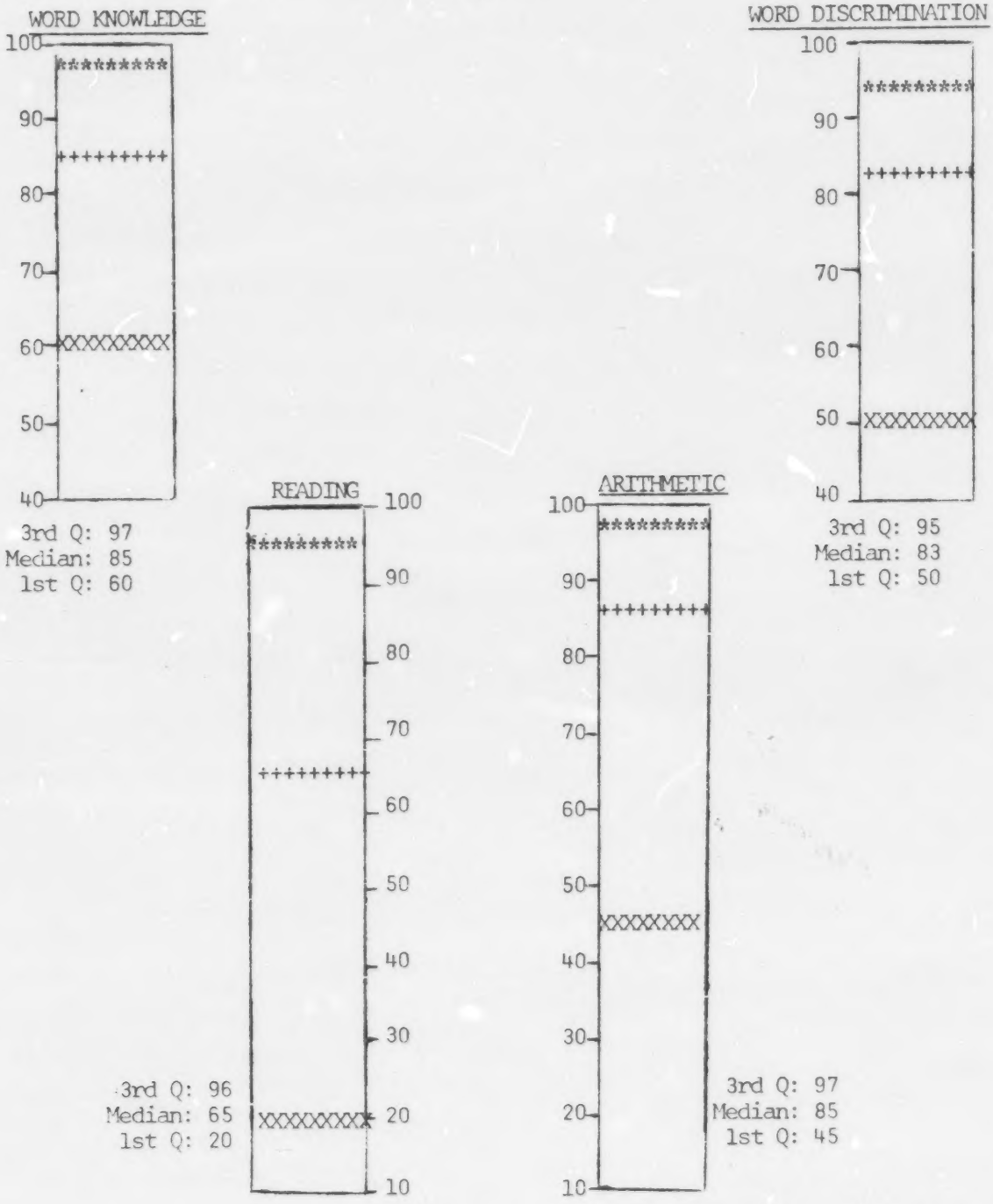


3rd Q: 95
Median: 75
1st Q: 29

*1st Quartile: XXXXX Median: +++++ 3rd Quartile: *****

TABLE XV

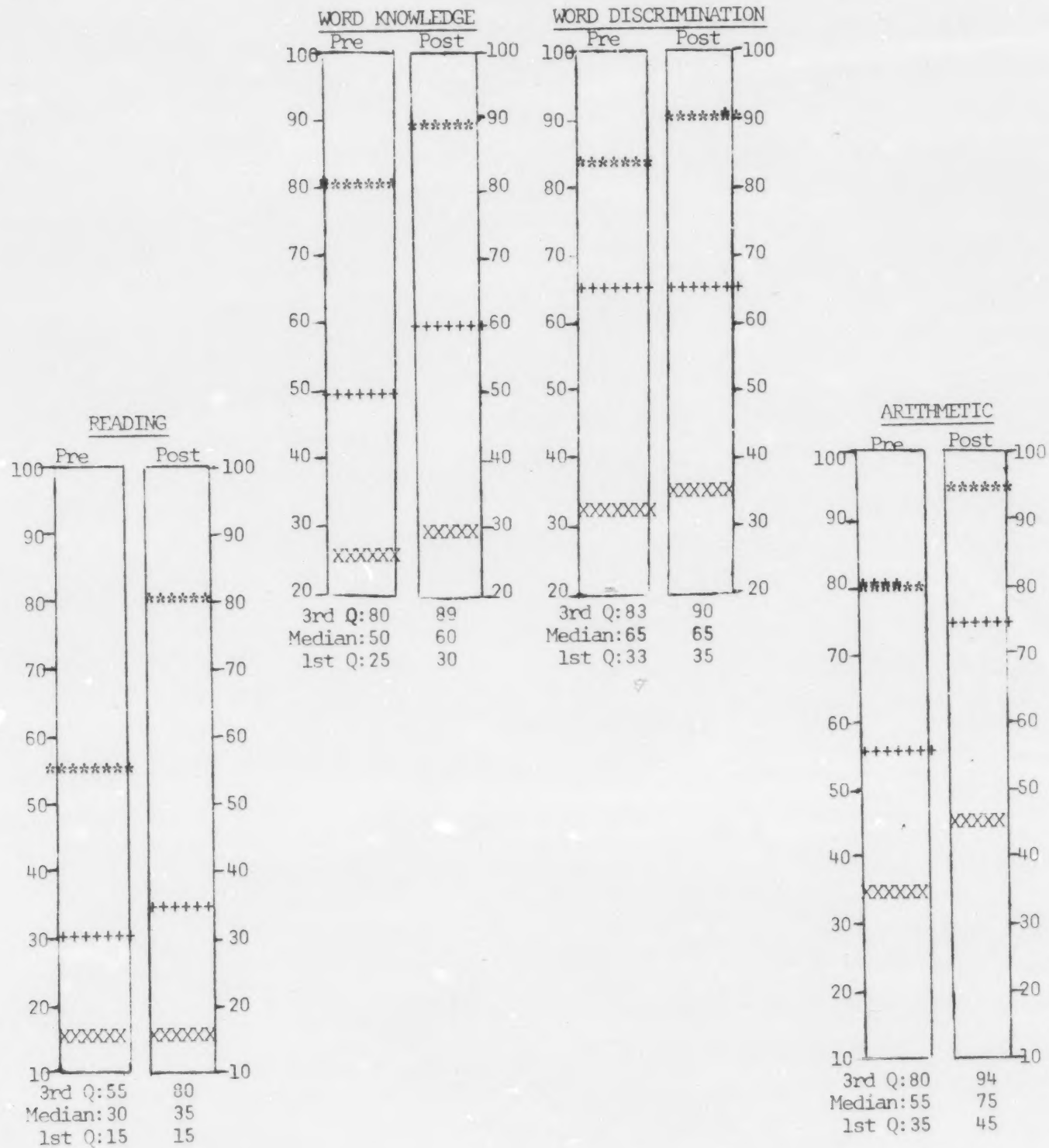
METROPOLITAN ACHIEVEMENT TEST - FIRST GRADE
INTERQUARTILES BASED ON PERCENTILES*



*1st Quartile: XXXXX Median: +++++ 3rd Quartile: *****

TABLE XVI

METROPOLITAN ACHIEVEMENT TEST RESULTS -- SECOND GRADE
INTERQUARTILES BASED ON PERCENTILES*

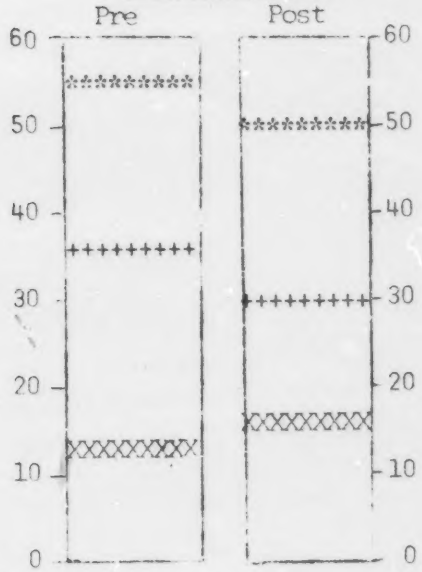


*1st Quartile: XXXXX Median: +++++ 3rd Quartile: *****

TABLE XVII

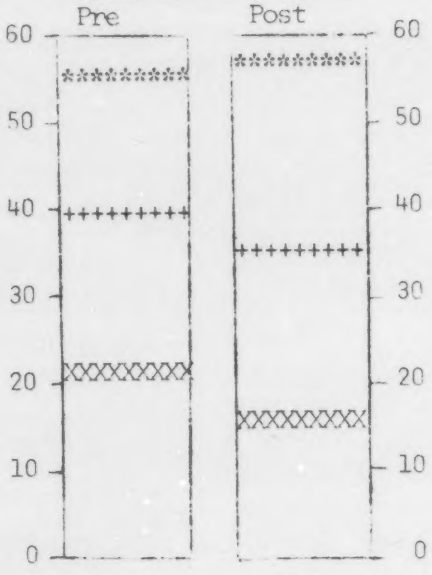
METROPOLITAN ACHIEVEMENT TEST RESULTS - THIRD GRADE
INTERQUARTILES BASED ON PERCENTILES*

WORD KNOWLEDGE



	Pre	Post
3rd Q:	55	50
Median:	35	30
1st Q:	13	15

WORD DISCRIMINATION



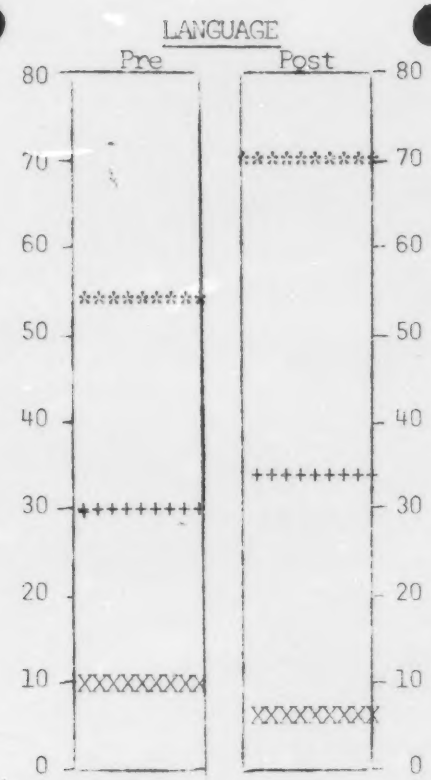
	Pre	Post
3rd Q:	55	58
Median:	40	35
1st Q:	22	17

READING

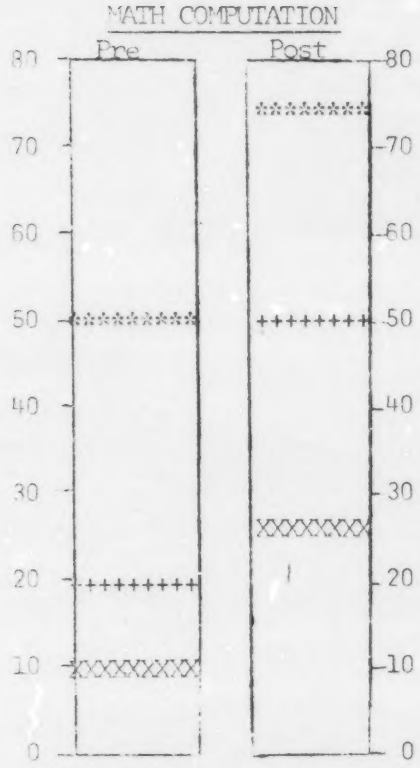
	Pre	Post
3rd Q:	50	55
Median:	30	30
1st Q:	18	18

*1st Quartile: XXXXX Median: +++++ 3rd Quartile: *****

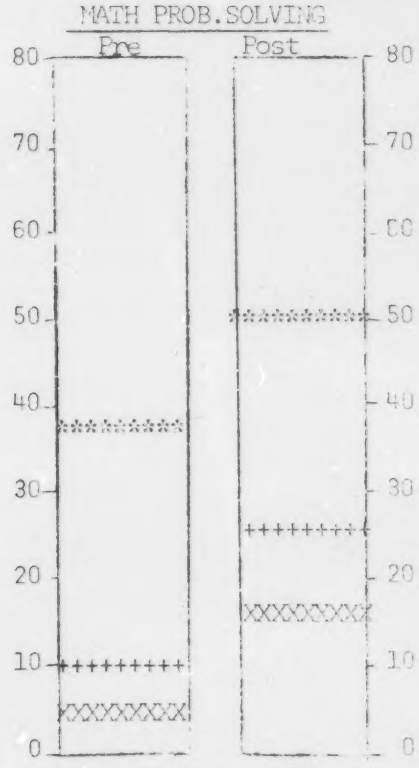
TABLE XVII CONTINUED:



	Pre	Post
3rd Q:	55	70
Median:	30	33
1st Q:	10	5



	Pre	Post
3rd Q:	50	75
Median:	20	50
1st Q:	10	25



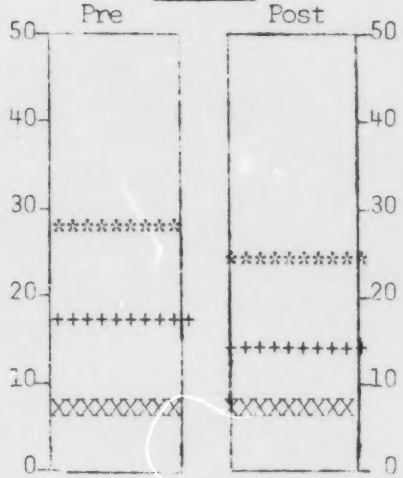
	Pre	Post
3rd Q:	38	50
Median:	10	25
1st Q:	5	15

*1st Quartile: XXXXX Median: +++++ 3rd Quartile: *****

TABLE XVIII

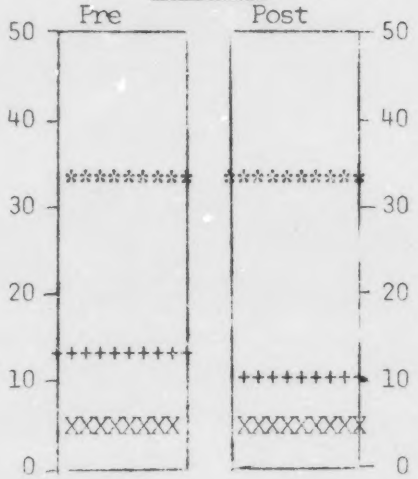
METROPOLITAN ACHIEVEMENT TEST RESULTS - FOURTH GRADE
INTERQUARTILES BASED ON PERCENTILES*

READING



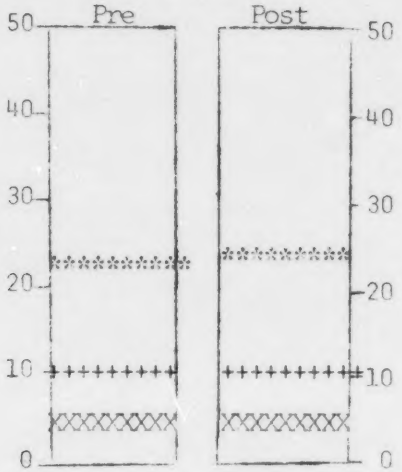
	Pre	Post
3rd Q:	26	24
Median:	16	14
1st Q:	6	6

LANGUAGE



	Pre	Post
3rd Q:	32	32
Median:	12	10
1st Q:	4	4

MATH

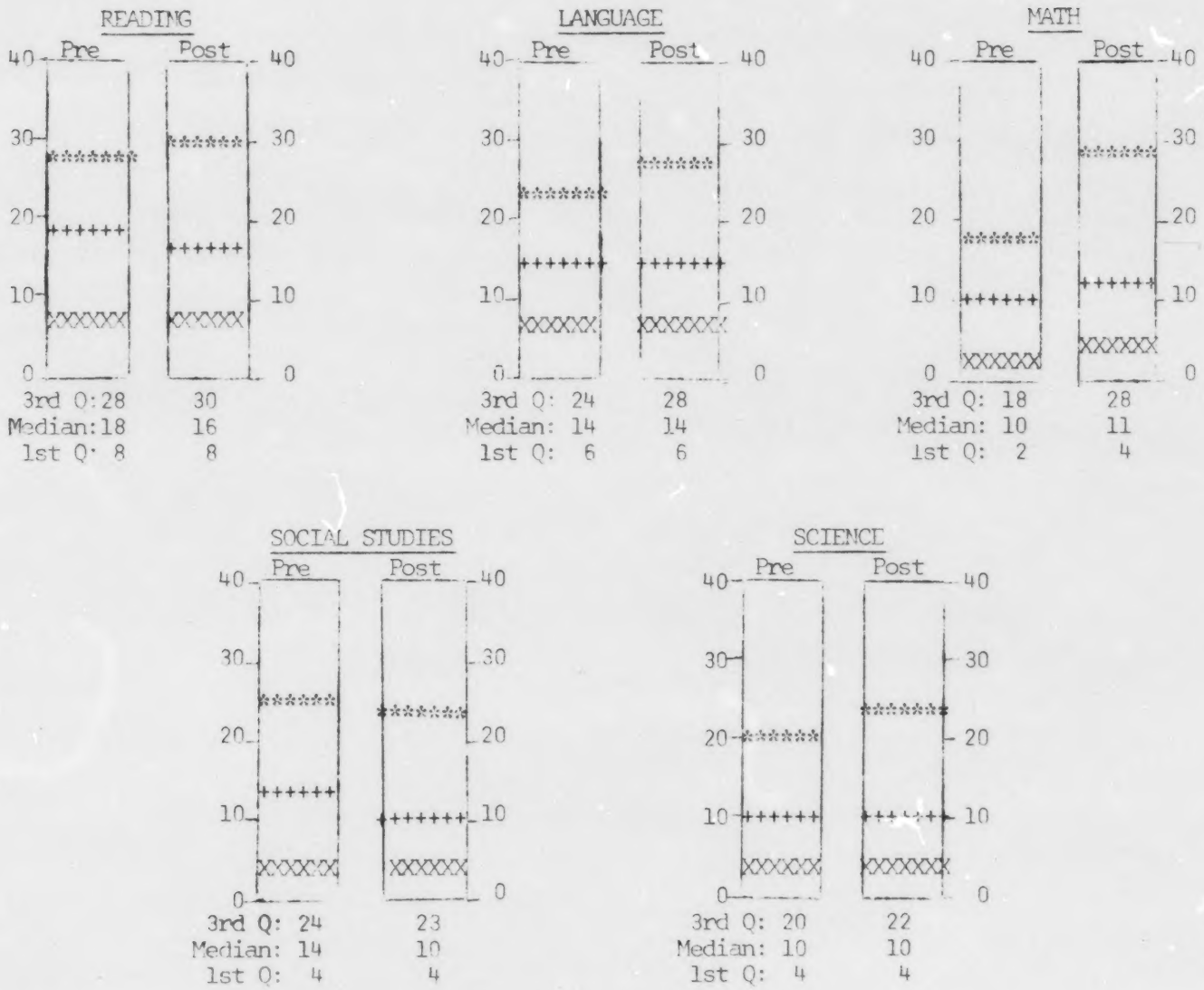


	Pre	Post
3rd Q:	22	24
Median:	10	10
1st Q:	4	4

*1st Quartile: XXXXX Median: +++++ 3rd Quartile: *****

TABLE XIX

METROPOLITAN ACHIEVEMENT TEST RESULTS - FIFTH GRADE
INTERQUARTILES BASED ON PERCENTILES*



*1st Quartile: XXXXX Median: +++++ 3rd Quartile: *****

Teachers in grades 2 and 3 administered Form B of Primary II and Elementary levels of the Metropolitan Achievement Test in September and Form A in February. Teachers in grades 4 and 5 administered Form G of Elementary and Intermediate levels as the pre-test and Form F as the post-test. Forms G and F are machine-scorable and from/the newer, 1970 editions of the test. This edition is five months higher in order of difficulty than the old edition.

The objective was that half of the pupils should attain the 6 month gain in grade equivalent expectable between fall and spring testing. (See Tables X - XIII.) In second grade 48% succeeded in reading comprehension; 55%, in math; 44%, in word knowledge; 33%, in word discrimination. Of the third graders 51%, 74%, and 58% succeeded in language, math computation, and problem solving/concepts respectively; however, approximately one-third attained the objective in word knowledge, word discrimination, and reading comprehension. Less than one-fourth of the fourth graders succeeded in reading, language and math. Approximately 40% of the fifth-graders accomplished the objective in reading, language and math. Only 20% and 32% succeeded in science and social studies. In noting the decrease in achievement between grades 2-3 and grades 4-5, the higher order of difficulty of the tests administered in grades 4 and 5 must be remembered.

Metropolitan interquartiles and medians based on percentiles were computed for grade levels 2-5 and are shown on Tables XVI-XIX. The second grade shows excellent gains in all subject matter areas. Also all quartiles far exceed national norms except for the lower three quartiles in reading comprehension. Third grade reflects excellent gains in all areas except reading. Fourth and fifth grades reflect little difference between pre-

and post-tests except for fifth grade math computation where small gains prevail throughout.

Kindergarten, first and second grade performance on the Metropolitan was above national norms this year, substantiating the hope raised last year that increased academic achievement which had begun on kindergarten level in 1972 and had continued through first grade in 1973 would progress through second grade in 1974. The excellent gains in percentile made by third grade also seem indicative. This laudable achievement proves that this bilingual education project is now succeeding in its objectives from kindergarten through third grade level. This statement will be further substantiated by pupil accomplishment on the Spanish reading test (Prueba de Lectura), BEP Test in social studies and science, and the inferred self-concept scale which will be discussed later in this report.

Comparison of percentages of pupils fulfilling the objectives on the Metropolitan at all grade levels is suggestive. There is a large variability between classrooms as to the percentage of pupil success. It is recommended that the coordinator take a very careful comparative look at percentages of success for the teachers at each grade level. Then teachers whose pupils did unusually well can be consulted with in an effort to determine reasons for their expertise and to lead to a sharing of this expertise with their fellow teachers. Teachers whose pupils performed very poorly should be counseled with, supervised closely, and possibly even directed to college course work which may serve to alleviate their shortcomings. Commendations from the coordinator or the superintendent for teachers whose pupils performed exceptionally well might encourage further efforts.

In September and again in March teachers administered the Inter-Americana Spanish reading test, the Prueba de Lectura, Form DEs in the fall and Form CEs in the spring. Level 1 of the test was given in second grade, level 2 in third grade and level 3 in fourth and fifth grades. This is a rather difficult test, but it was the only one available at the commencement of this project and is still the best test available for this particular area.

Only raw scores are available for this test. Total possible raw scores on vocabulary and comprehension for second grade are 40 and 40; for third grade, 40 and 70; for fourth and fifth grade, 45 and 80. The objective of a gain in raw score in vocabulary and in reading comprehension between fall and spring was fulfilled by approximately three-fourths of the pupils in grades 2 and 3 and almost two-thirds of the pupils in grades 4 and 5. (See Table XX.)

The tables showing fall and spring means and standard deviations (XXII) and mean increases in scores (XXI) are more revealing as to the difference in performance between classrooms. Mean increases vary from a -1.15 to a +14.10. Good improvement is evident in every second grade classroom and in all but one classroom each on grade levels 3-5. The most substantial improvement occurred on second grade level. The variability in scores indicates that the coordinator should take a careful look at this table, determine which teachers are failing to help their pupils achieve significant success in this area and arrange that remedial measures be instituted, whether these be college coursework, in-service training or personal conferences.

TABLE XX

PRUEBA DE LECTURA
PERCENTAGE OF PUPILS ATTAINING OBJECTIVE*

Grade	Teacher	Vocabulary	Reading Comprehension
2	Muñoz	93	85
2	Curlee	52	50
2	Nicola	75	100
2	Espinoza	88	76
SUMMARY FOR THIS GRADE		78	76
3	Garcia	62	77
3	Farmer	57	95
3	Ramsay	60	90
3	Lesak	75	50
SUMMARY FOR THIS GRADE		63	78
4	Ortiz	58	96
4	Vasquez	52	43
4	Bazbaz	65	53
SUMMARY FOR THIS GRADE		57	65
5	Gutierrez	64	47
5	Santellana	91	60
5	Storey	91	57
5	Ortega	76	79
SUMMARY FOR THIS GRADE		80	59

*A gain between pre-test in September and post-test in March.

TABLE XXI

PRUEBA DE LECTURA
MEAN INCREASES*

GRADE	TEACHER	VOCABULARY	READING COMPREHENSION
2	Muñoz	8.26	7.48
2	Curlee	2.14	3.17
2	Nicola	9.29	14.10
2	Espinoza	8.92	4.48
SUMMARY FOR THIS GRADE		7.36	6.40
3	Garcia	1.46	4.04
3	Farmer	2.29	10.24
3	Ramsay	4.25	6.70
3	Lesak	4.05	-1.15
SUMMARY FOR THIS GRADE		2.90	4.95
4	Ortiz	1.46	10.19
4	Vasquez	1.21	0.32
4	Bazbaz	2.71	2.59
SUMMARY FOR THIS GRADE		1.66	4.56
5	Gutierrez	1.50	1.10
5	Santellana	8.64	1.36
5	Storey	6.95	1.39
5	Ortega	4.65	5.00
SUMMARY FOR THIS GRADE		5.21	2.00

*Over a six-month interval.

TABLE XXII

PRUEBA DE LECTURA
MEANS AND STANDARD DEVIATIONS

GRADE		VOCABULARY Mean	VOCABULARY Standard Deviation	VOCABULARY Number Of Pupils Tested	READING COMPREHENSION Mean	READING COMPREHENSION Standard Deviation	READING COMPREHENSION Number Of Pupils Tested
2	Pre-Test	17	9	110	10	9	110
2	Post-Test	24	9	105	17	9	[illegible]
3	Pre-Test	10	4	99	12	5	99
3	Post-Test	13	5	94	17	5	94
4	Pre-Test	7	3	75	13	9	79
4	Post-Test	8	3	85	17	8	85
5	Pre-Test	7	3	97	14	4	105
5	Post-Test	12	4	105	16	5	104

In order to compensate for the lack of inclusion of social studies and science on the Metropolitan in grades 1-4, those particular portions (previously, validity and reliability on these portions had been established) of the locally-developed Bilingual Education Program test were administered in grades 2-4 in September by project teachers and in grades 1-4 in March. Half of the classrooms were given the English version of the test; half were given the Spanish version. (Copies of both versions are found in the appendix.)

Data is in raw scores, with total possible scores being 10 in each area for first grade, 20 for second, 30 for third, and 40 for fourth. The objective for first grade pupils was to attain 60% correct in each area and for grades 2-4 an increase between fall and spring scores in both areas. Better than 80% of the pupils in each first grade classroom attained the objective in social studies and better than 90%, in science. Approximately two-thirds or more of the pupils in classrooms on the second, third and fourth grade levels attained the objectives with only 1 exception at each grade level. (See Table XXIII.) Performance on this test by bilingual classes as a whole was quite good.

In order to ascertain whether accomplishment would be higher in English or in Spanish, means and standard deviations were derived for fall and spring scores (see Table XXV), and mean increases between fall and spring were computed for pupils in grades 2-4 (see Table XXIV.) In first grade means were the same for both versions. Means were somewhat higher for the English version in third and fourth grade but higher for the Spanish version in second grade. Mean increases were higher for the Spanish version at second and third grade levels and higher for the English at fourth grade level.

TABLE XXIII

BEP TEST IN SOCIAL STUDIES AND SCIENCE
PERCENTAGE OF PUPILS ATTAINING OBJECTIVE*

Grade	Version	Teacher	Social Studies	Science
1	Spanish	Flores	92	100
1	Spanish	Altenhoff	92	96
1	English	Delgado	83	100
1	English	Vance	93	100
SUMMARY FOR THIS GRADE	English		88	100
	Spanish		92	98
2	English	Muñoz	85	81
2	English	Curlee	13	61
2	Spanish	Nicola	100	100
2	Spanish	Espinoza	74	69
SUMMARY FOR THIS GRADE	English		52	72
	Spanish		86	84
3	English	Garcia	68	76
3	English	Farmer	65	60
3	Spanish	Ramsay	89	84
3	Spanish	Lesak	57	57
SUMMARY FOR THIS GRADE	English		67	69
	Spanish		73	70
4	Spanish	Ortiz	27	50
4	English	Vasquez	67	97
4	English	Bazbaz	76	65
SUMMARY FOR THIS GRADE	English		70	85
	Spanish		27	50

*60% correct for first grade test in March; a gain from September pre-test to March post-test for grades 2-4.

TABLE XXIV

BEP TEST IN SOCIAL STUDIES AND SCIENCE
MEAN INCREASES BY GRADE LEVEL

GRADE	VERSION	SOCIAL STUDIES	SCIENCE
2	English	1.16	1.96
2	Spanish	5.68	5.84
3	English	2.47	3.36
3	Spanish	3.58	3.90
4	English	1.13	15.17
4	Spanish	-0.57	0.00

TABLE XXV

BEP TEST IN SOCIAL STUDIES AND SCIENCE
MEANS AND STANDARD DEVIATIONS

Grade	Version		Mean	Standard Deviation	Number Of Pupils Tested
		Social Studies			
1	English	March Test	8	2	51
1	Spanish	March Test	8	2	49
2	English	Pre-Test	13	4	55
2	English	Post-Test	14	4	52
2	Spanish	Pre-Test	11	3	56
2	Spanish	Post-Test	17	3	53
3	English	Pre-Test	23	3	50
3	English	Post-Test	25	2	52
3	Spanish	Pre-Test	18	4	46
3	Spanish	Post-Test	22	3	43
4	English	Pre-Test	29	3	53
4	English	Post-Test	30	6	52
4	Spanish	Pre-Test	26	3	33
4	Spanish	Post-Test	26	3	31
		Science			
1	English	March Test	9	1	51
1	Spanish	March Test	9	1	49
2	English	Pre-Test	10	4	55
2	English	Post-Test	12	5	52

TABLE XXV CONTINUED:

Grade	Version		Mean	Standard Deviation	Number Of Pupils Tested
2	Spanish	Pre-Test	10	3	56
2	Spanish	Post-Test	16	2	52
3	English	Pre-Test	20	6	50
3	English	Post-Test	24	4	52
3	Spanish	Pre-Test	16	4	45
3	Spanish	Post-Test	20	4	43
4	English	Pre-Test	14	12	53
4	English	Post-Test	29	6	52
4	Spanish	Pre-Test	26	3	33
4	Spanish	Post-Test	26	3	31

A t-test was run to determine if spring scores for first grade were significantly greater for either language version. There was no significant difference in these scores. T-tests were also run to determine if increases in scores were significantly different for either language version at second, third and fourth grade levels. No significant difference was found for third grade. However, second grade gains in both social studies and science were significantly greater in Spanish to the .005 level of confidence, as were fourth grade science gains in English. The .00 gain in Spanish science on fourth grade level is in striking contrast to the English gain of 15.77. From this it appears that in these subject matter areas San Marcos teachers in grades 1-3 are doing at least the half of their teaching in Spanish which was specified in the proposal. It is suggested that the coordinator give advice and, if necessary, help to assure that fourth grade teachers follow project guidelines on teaching these two subject matter areas in both languages.

Project teachers filled out inferred self-concept scales* for each pupil in their classrooms in October and again in April. The scale consists of thirty items and is based on an ordinal scale continuum from 1 to 5. Research with lower socio-economic level pupils in the traditional school program (which had been done by Dr. McDaniel in 1968-1969) indicated a decrease in self-concept for pupils during the school year and a succeedingly lower self-concept level in each progressively higher grade level. Due to measures designed to create a more positive self-image in pupils

*Developed and field-tested by Dr. Elizabeth McDaniel at University of Texas, 1969, and published by San Felipe Press in 1970.

being implemented by teachers, an increase between fall and spring scores was predicted for the pupils in this project. In 59% of the classrooms 40% or more of the pupils made a gain. (See Table XXVI.) In addition, there was a mean increase between fall and spring scores on every grade level but second and fourth. (See Table XXVII.) This presents creditable evidence that the bilingual education program is indeed helping many Spanish-surnamed pupils to achieve a more positive self-image.

The achievement of this self-concept objective in the affective domain is balanced by achievement of instructional objectives in the cognitive domain in kindergarten through third grade. That these accomplishments have now reached upward into the third grade is most encouraging as to the success of the bilingual education project in this district. If the program receives at least partial funding by the federal government again next year, this program should continue to be able to improve the educational opportunities of Mexican-American children. If the district does not receive any federal funds for this program next year, since this district has low financial resources, it will be extremely difficult for it to continue the program on an expanding scale.

TABLE XXVI

INFERRED SELF-CONCEPT SCALE
PERCENTAGE OF PUPILS MAKING GAIN*

Grade	Teacher	Percentage
K	Almendarez	82
K	Carbajal	12
K	Garza	100
	SUMMARY FOR THIS GRADE	66
1	Flores	11
1	Altenhoff	85
1	Delgado	62
1	Vance	18
	SUMMARY FOR THIS GRADE	43
2	Muñoz	36
2	Curlee	17
2	Nicola	41
2	Espinoza	48
	SUMMARY FOR THIS GRADE	35
3	Garcia	71
3	Farmer	96
3	Ramsay	82
3	Lesak	29
	SUMMARY FOR THIS GRADE	71

TABLE XXVI CONTINUED:

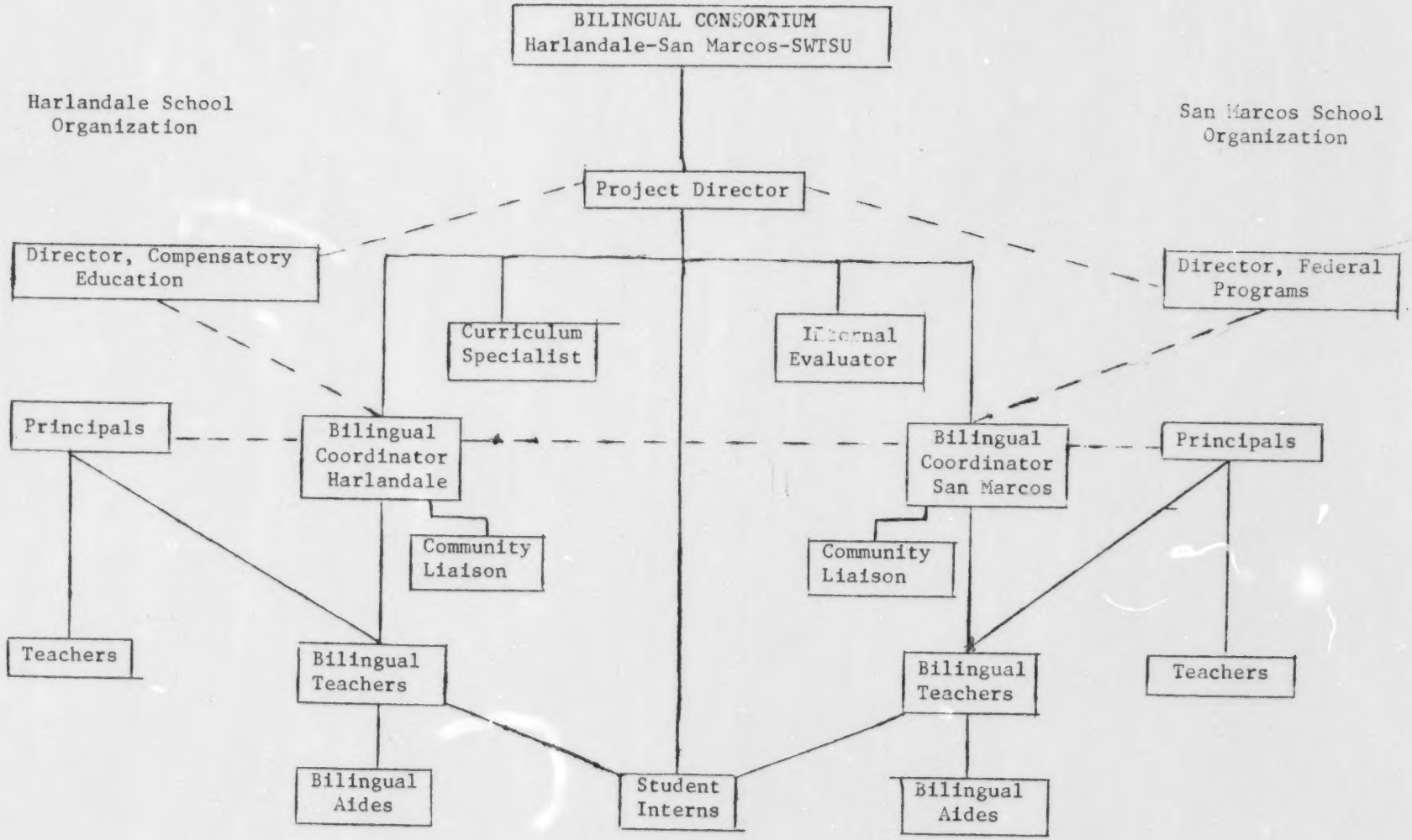
Grade	Teacher	Percentage
4	Ortiz	21
4	Vasquez	41
4	Bazbaz	19
	SUMMARY FOR THIS GRADE	28
5	Gutierrez	14
5	Santellana	96
5	Storey	50
5	Ortega	43
	SUMMARY FOR THIS GRADE	51

*Between October and April ratings by teachers.

TABLE XXVII

INFERRED SELF-CONCEPT SCALE
MEAIN INCREASES*

Grade Level	Mean Increases
K	0.48
1	0.04
2	-0.06
3	0.35
4	-0.17
5	0.04


BILINGUAL CONSORTIUM
Harlandale-San Marcos-SWTSU
Harlandale School Organization
San Marcos School Organization
Project Director
Director, Compensatory Education
Director, Federal Programs
Curriculum Specialist
Internal Evaluator
Principals
Bilingual Coordinator Harlandale
Bilingual Coordinator San Marcos
Principals
Community Liaison
Community Liaison
Teachers
Bilingual Teachers
Bilingual Teachers
Teachers
Bilingual Aides
Student Interns
Bilingual Aides

BILINGUAL EDUCATION PROGRAM

Harlandale-San Marcos-Southwest Texas State University

EVALUATION INSTRUMENT
FOR GRADES 1-4

Sample Problem:

In the kitchen we find

Pupil_____ Teacher_____

Grade_____ School_____ Date_____

NUMBER OF QUESTIONS ANSWERED CORRECTLY

Social studies _____

Health/Science/Safety _____

Sample Problem:

In the kitchen we find

Pupil_____ Teacher_____

Grade_____ School_____ Date_____

NUMBER OF QUESTIONS ANSWERED CORRECTLY

Social studies _____

Health/Science/Safety _____

Developed by a Group of Teachers from the Bilingual Education Program in Harlandale Independent School District, San Antonio, Texas

SOCIAL STUDIES (FIRST GRADE)

1) American flag

2) Mexican flag

3) Who brings the letters? ☐ milkman ☐ police man ☐ mailman

4) In the school room we find ☐ bus ☐ crayons ☐ trees

5). In the morning we say ☐ Good night ☐ Good day ☐ Good morning

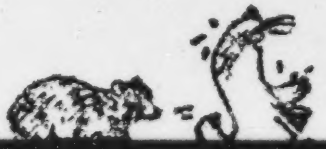
6) Farm animal

7) Christmas

8) Texas

9) Winter

10) Zoo animals



4) In the school room we find ☐ bus ☐ crayons ☐ trees

5). In the morning we say ☐ Good night ☐ Good day ☐ Good morning

6) Farm animal ☐ ☐ ☐

7) Christmas ☐ ☐ ☐

8) Texas ☐ ☐ ☐

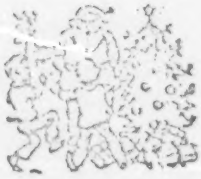
9) Winter ☐ ☐ ☐

10) Zoo animals ☐ ☐ ☐

SOCIAL STUDIES (SECOND GRADE)

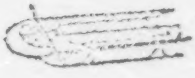
1) On the American Flag we see 50 —

2) Thanksgiving



3) Made of corn

4) It has wheels

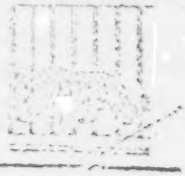


5) Oldest in the family

6) On a tree

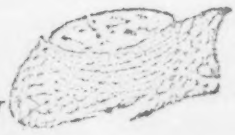
7) The barn

8) Circus animal

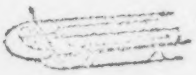


9) A wool

3) Made of corn



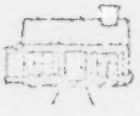
4) It has wheels



5) Oldest in the family

6) On a tree

7) The barn



8) Circus animal

9) A good breakfast

20) We find books in

SOCIAL STUDIES (THIRD GRADE)

1) In the United States, there are how many states?

/__/ 30 /__/ 50 /__/ 45

2) The capitol of Mexico is --

/__/ Washington, D. C. /__/ Austin /__/ Mexico City

3) Earth is a --

/__/ moon /__/ star /__/ planet

4) The first man to step on the moon was -

/__/ Michael Collins /__/ Neil Armstrong /__/ Edwin Aldrin

5) The capital of Texas is ---

/__/ San Antonio /__/ Dallas /__/ Austin

6) The first Mexican was ---

/__/ Indian /__/ Spanish /__/ French

7) When the Eskimos gave something they had for something they wanted, they were --

/__/ buying /__/ trading /__/ taking

8) The Pilgrims came to America to find --

/__/ food /__/ happiness /__/ homes

9) Eskimos wear boots called --

/__/ caps /__/ shoes /__/ mukluks

/__/ moon /__/ star /__/ planet

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+

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---

9) Eskimos wear boots called --

/__/ caps /__/ shoes /__/ mukluks

---

10) Most regions of the earth have seasons because the earth is --

/__/ round /__/ tilted /__/ static

SOCIAL STUDIES (FOURTH GRADE)

---

1) The border between Texas and Mexico is formed by --

/__/ Mountains /__/ the Rio Grande River /__/ The Gulf of Mexico

---

2) The Texas motto is --

/__/ friendship /__/ peace /__/ love

---

3) The center of our solar system is the --

/__/ moon /__/ Earth /__/ sun

---

4) One of the last tribes to arrive in Mexico were the --

/__/ Tejas Indians /__/ Maya Indians /__/ Aztec Indians

---

5) A well-known Mexican-American golfer is --

/__/ Lee Treviño /__/ Pancho Gonzales /__/ Henry Guerra

---

6) The largest group to which people belong is a --

/__/ club /__/ society /__/ community

---

7) Throughout the 13 colonies, most of the settlers learned to be --

/__/ farmers /__/ tailors /__/ salesmen

---

8) The thin layer of soil on top of the ground is called --

/__/ subsoil /__/ topsoil /__/ loam

---

9) Migrant laborers are workers who --

/__/ travel /__/ stay in one place /__/ work in factories

3) The center of our solar system is the --

/__/ moon /__/ Earth /__/ sun

---

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---

9) Migrant laborers are workers who --

/__/ travel /__/ stay in one place /__/ work in factories

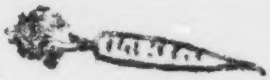
---

10) Using soil wisely, so that it does not wear out is called --

/__/ planting /__/ landscaping /__/ conservation

HEALTH / SCIENCE / SAFETY (FIRST GRADE)

1) Vegetable



2) Fruit

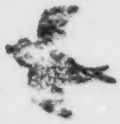
3) Milk

4) This helps us to stay clean

5) Food

6) Earth

7) It can fly



8) Living things

9) In the water we find

10) When the traffic light is red - it means to ___

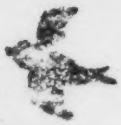
3) Milk

4) This helps us to stay clean

5) Food

6) Earth

7) It can fly



8) Living things

9) In the water we find

10) When the traffic light is red - it means to —

☐ go ☐ stop ☐ wait

HEALTH / SCIENCE / SAFETY (SECOND GRADE)

1) This is a full moon.

2) This is the little dipper.

3) This is the shape of the earth.

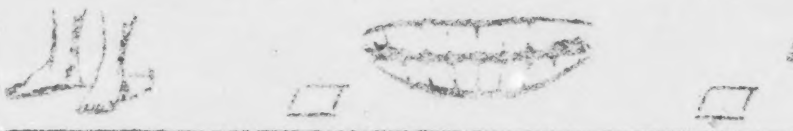
4) This gives us milk.

5) Plants need

6) It is the Fall Season.

7) Jack is sick. He needs a ---

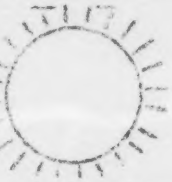
8) We chew with this ---



9) The right way to ride a scooter.

4) This gives us milk.

5) Plants need



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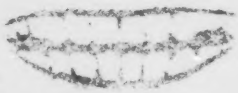

9) The right way to ride a scooter.

10) Before we eat, we wash our ---

NATURAL SCIENCE / HEALTH / SAFETY (THIRD GRADE)

1) _____ move the body.

/__/ Muscles /__/ Skin /__/ Hair

2) The _____ moves blood through the body.

/__/ heart /__/ brain /__/ lung

3) A bicycle should be ridden in the _____.

/__/ house /__/ sidewalk /__/ school room

4) To keep from getting a cavity we should _____.

/__/ comb our hair /__/ brush our teeth /__/ take a bath

5) An animal that lives on land and water is a _____.

/__/ spider /__/ frog /__/ cove

6) The stem, root, and leaf are parts of a _____.

/__/ plant /__/ animal /__/ building

7) One of the 5 senses is _____.

/__/ smell /__/ seeds /__/ elk

8) Oxygen is a _____.

/__/ gas /__/ solid /__/ liquid

9) The cactus is found in the _____.

/__/ desert /__/ water /__/ Arctic

/ house / sidewalk / school room

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7) One of the 5 senses is _____.

/ smell / seeds / elk

8) Oxygen is a _____.

/ gas / solid / liquid

9) The cactus is found in the _____.

/ desert / water / Arctic

10) A shark lives in the _____.

/ ocean / desert / mountains

HEALTH/SCIENCE/SAFETY (FOURTH GRADE)

1) Animals which have a backbone are --

/__/ vertebrates /__/ invertebrates /__/ insects

2) Of the following, only one is not a living thing. It is the --

/__/ violet /__/ frog /__/ sugar cube

3) Conifers are plants which have --

/__/ large leaves /__/ cones /__/ large trunk

4) If a vertebrate has hair, it must be --

/__/ an amphibian /__/ a mammal /__/ a fish

5) Scientists who study the earth are called --

/__/ biologists /__/ astronomers /__/ geologists

6) The planet closest to the sun is ---

/__/ Venus /__/ Mercury /__/ Earth

7) When matter changes from solid to liquid, it

/__/ condenses /__/ boils /__/ melts

8) It is important to wash the skin around a cut or scratch to prevent --

/__/ immunity /__/ infection /__/ antibodies

9) The entire body is protected by an outer cover of --

/__/ skin /__/ fat /__/ nerves

/__/ large leaves /__/ cones /__/ large trunk

---

4) If a vertebrate has hair, it must be --

/__/ an amphibian /__/ a mammal /__/ a fish

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---

9) The entire body is protected by an outer cover of --

/__/ skin /__/ fat /__/ nerves

---

10) Five safeguards against injury which the body uses are --

/__/ The antibodies /__/ vaccines /__/ the sense organs

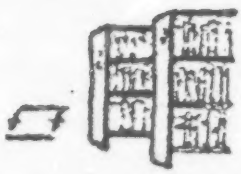
EL PROGRAMA DE EDUCACIÓN BILINGÜE

Harlandale-San Marcos-Southwest Texas State University

INSTRUMENTO DE VALORACIÓN
PARA LOS GRADOS 1-4

El problema de ejemplo:

En la cocina encontramos —



Alumno,-a_____ Maestro,-a_____

Grado_____ Escuela_____ Fecha_____

NÚMERO DE PREGUNTAS CONTESTADAS CORRECTAMENTE

Estudios sociales _____

Ciencias naturales _____

Compuesto por representantes del grupo de maestros del

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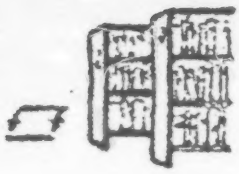

Alumno,-a_____ Maestro,-a_____

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NÚMERO DE PREGUNTAS CONTESTADAS CORRECTAMENTE

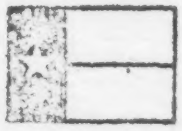
Estudios sociales _____

Ciencias naturales _____

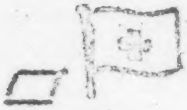
Compuesto por representantes del grupo de maestros del Distrito Harlandale del programa de educación bilingüe

ESTUDIOS SOCIALES (PRIMER GRADO)

1) La bandera americana.



2) La bandera mexicana.



3) ¿Quién entrega las cartas? ☐ lechero ☐ policía ☐ cartero

4) En la sala de clase encontramos — ☐ autobús ☐ árboles ☐ colores

5) Por la mañana decimos ☐ buenos días ☐ buenas noches ☐ buenas tardes

6) Animal de la granja

7) La Navidad

8) Texas

9) Invierno

10) Animales del zoológico.

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☐ autobús ☐ árboles ☐ colores

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6) Animal de la granja

7) La Navidad

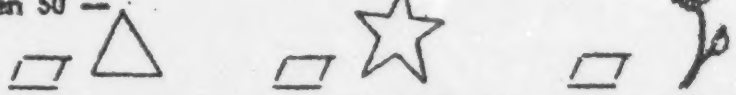
8) Texas

9) Invierno

10) Animales del zoológico.

ESTUDIOS SOCIALES (SEGUNDO GRADO)

1) En la bandera americana se ven 50 —



2) El día de dar gracias —

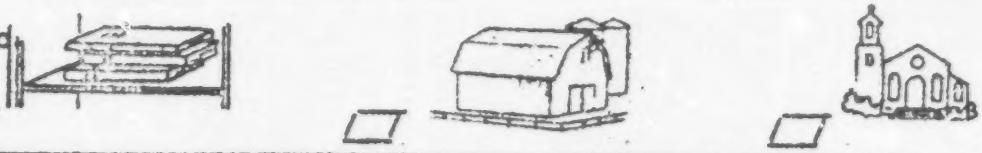
3) Hechas de maíz.

4) Esto tiene ruedas.

5) El mayor de la familia.

6) Se encuentra en árbol.

7) El granero

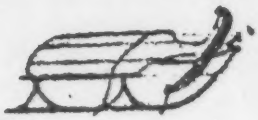


8) Animal del circo.

9) Un buen almuerzo.

10) Encontramos libros en

4) Esto tiene ruedas.



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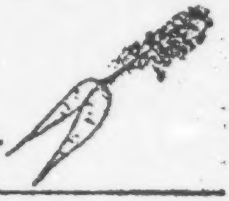
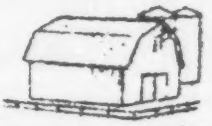


7) El granero



8) Animal del circo.

9) Un buen almuerzo.

10) Encontramos libros en

ESTUDIOS SOCIALES (TERCER GRADO)

1) En los Estados Unidos, ¿cuántos estados hay?

/__/ 30 /__/ 50 /__/ 45

2) La capital de Méjico es

/__/ Washington, D.C. /__/ Austin /__/ Méjico, D.F.

3) La tierra es

/__/ luna /__/ estrella /__/ planeta

4) El primer hombre que anduvo en la luna fué

/__/ Michael Collins /__/ Neil Armstrong /__/ Edwin Aldrin

5) La capital de Tejas es

/__/ San Antonio /__/ Dallas /__/ Austin

6) El primer mejicano era

/__/ indio /__/ español /__/ francés

7) Cuando los esquimales daban algo que tenían por algo que querían, estaban

/__/ comprando /__/ traficando /__/ cogiendo

8) Los peregrinos vinieron a América para adquirir

/__/ comida /__/ alegría /__/ hogares

9) Los esquimales llevan botas que se llaman

/__/ mocasines /__/ zapatos /__/ mukluks

/ / luna / / estrella / / planeta

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/ / comida / / alegría / / hogares

---

9) Los esquimales llevan botas que se llaman

/ / mocasines / / zapatos / / mukluks

---

10) Muchas regiones de la tierra tienen estaciones porque la tierra es

/ / redondada / / inclinada / / estática

ESTUDIOS SOCIALES (CUARTO GRADO)

1) La frontera entre Tejas y Méjico está formada por

/__/ montañas /__/ el Río Grande /__/ el Golfo de Méjico

2) La divisa (motto) de Tejas es

/__/ amistad /__/ paz /__/ amor

3) El centro de nuest sistema solar es

/__/ la luna /__/ la tierra /__/ el sol

4) Una de las últimas tribus indias que llegaron a Méjico fueron

/__/ los mayas /__/ los aztecas /__/ los tejas

5) Un golfero mejicano-americano bien conocido es

/__/ Lee Treviño /__/ Pancho Gonzalez /__/ Henry Guerra

6) El grupo más grande a que la gente pertenece es

/__/ un club /__/ una sociedad /__/ una comunidad

7) En las 13 colonias muchos colonos aprendiar a s

/__/ agricultores /__/ sastres /__/ vendedores

8) Labradores migratorios son trabajadores que

/__/ viajan /__/ se quedan en un lugar /__/ trabajan en fábricas

9) Usar el suelo con sabiduría para que no se gaste se llama

/__/ plantar /__/ desmontar /__/

/__/ la luna /__/ la tierra /__/ el sol

---

4) Una de las últimas tribus indias que llegaron a Méjico fueron

/__/ los mayas /__/ los aztecas /__/ los tejas

---

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---

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---

7) En las 13 colonias muchos colonos aprendiar a ser

/__/ agricultores /__/ sastres /__/ vendedores

---

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/__/ viajan /__/ se quedan en un lugar /__/ trabajan en fábricas

---

9) Usar el suelo con sabiduría para que no se gaste se llama

/__/ plantar /__/ desmontar /__/ conservar

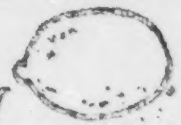
---

10) La cubierta delgada del terreno se llama

/__/ subsuelo /__/ suelo /__/ barro

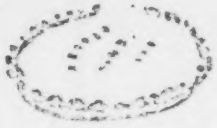
CIENCIAS NATURALES (PRIMER GRADO)

1) Verdura



2) Fruta

3) Leche

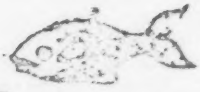


4) Nos ayuda estar limpios

5) Está frío.

6) La tierra

7) Puede volar.



8) Seres vivos.

9) En el agua hay —

10) Cuando la luz está apa... quiere decir —

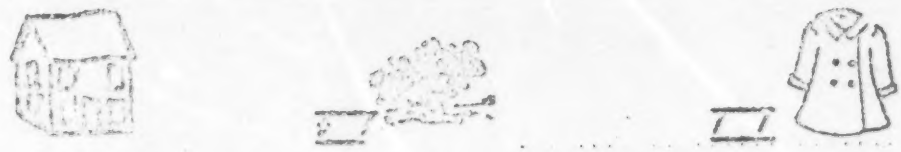
4) Nos ayuda estar limpios

5) Está frío.

6) La tierra

7) Puede volar.

8) Seres vivos.



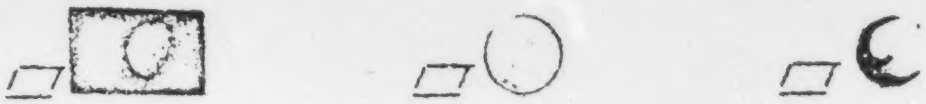
9) En el agua hay —

10) Cuando la luz está roja, quiere decir —

☐ adelante ☐ alto ☐ corre

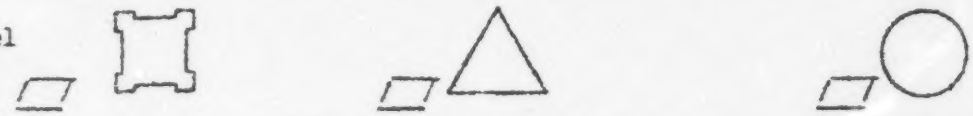
CIENCIAS NATURALES (SEGUNDO GRADO)

1) La luna llena.



2) Ursa menor.

3) Forma del mundo.



4) Esta nos da leche.

5) Las matas necesitan esto.

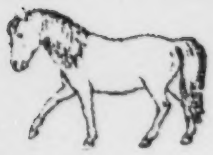
6) Jack está enfermo El necesita un —

7) Masticamos con esto.

8) El modo correcto de pasear en bicicleta.

9) Antes de comer nos lavamos las —

4) Esta nos da leche.



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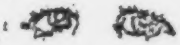

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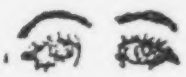
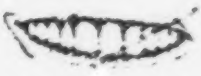
9) Antes de comer nos lavamos las —

10) Es la estación de otoño.

CIENCIAS/SALUBRIDAD/SEGURIDAD (TERCER GRADO)

1) _____ mueven el cuerpo.

☐ Los músculos ☐ La piel ☐ El pelo

2) _____ mueve la sangre por el cuerpo.

☐ El corazón ☐ El seso ☐ El pulmón

3) Una bicicleta se debe manejar en la _____.

☐ casa ☐ banqueta ☐ sala de clase

4) Para tener buenos dientes debe _____.

☐ peinarse ☐ cepillarse los dientes ☐ bañarse

5) Un animal que vive en tierra y agua es una _____

☐ araña ☐ rana ☐ paloma

6) El tronco, la raíz, y la hoja son partes de _____.

☐ la planta ☐ un animal ☐ un edificio

7) Uno de los cinco sentidos es _____.

☐ oler ☐ semilla ☐ anta

8) Oxigeno es _____.

☐ gas ☐ sólido ☐ líquido

9) El nopal se encuentra en _____.

☐ el desierto ☐ el agua ☐ el ártico

/__/ casa /__/ banqueta /__/ sala de clase

4) Para tener buenos dientes debe _____.

/__/ peinarse /__/ cepillarse los dientes /__/ bañarse

5) Un animal que vive en tierra y agua es una _____

/__/ araña /__/ rana /__/ paloma

6) El tronco, la raíz, y la hoja son partes de _____.

/__/ la planta /__/ un animal /__/ un edificio

7) Uno de los cinco sentidos es _____.

/__/ oler /__/ semilla /__/ anta

8) Oxigeno es _____.

/__/ gas /__/ sólido /__/ líquido

9) El nopal se encuentra en _____.

/__/ el desierto /__/ el agua /__/ el ártico

10) El tiburón vive en _____.

/__/ el océano /__/ el desierto /__/ la montaña

CIENCIAS/SALUBRIDAD/SEGURIDAD (CUARTO GRADO)

1) Animales que tienen espinazo son

/__/ vertebrados /__/ invertebrados /__/ insectos

2) Una cosa de las siguientes no es viva. Es

/__/ la violeta /__/ la rana /__/ el azucar

3) Coníferos son matas que tienen

/__/ hojas grandes /__/ conos /__/ troncos grandes

4) Un vertebrado que tiene pelo es

/__/ un anfibio /__/ un mamífero /__/ un pez

5) Los hombres de ciencia que estudian la tierra se llaman

/__/ biólogos /__/ astrónomos /__/ geólogos

6) El planeta más cerca al sol es

/__/ Venus /__/ Mercurio /__/ Tierra

7) Cuando la mateira se cambia de sólido a líquido,

/__/ vaporiza /__/ se liquida /__/ hierve

8) Es importante que se lave la piel alrededor de una cortadura o un rasguño para prevenir

/__/ immunidad /__/ infección /__/ esterilización

9) El cuerpo entero se protege por una cubierta externa de

/__/ piel /__/ huesos /__/ nervios

3) Coníferos son matas que tienen

/__/ hojas grandes /__/ conos /__/ troncos grandes

---

4) Un vertebrado que tiene pelo es

/__/ un anfibio /__/ un mamífero /__/ un pez

---

5) Los hombres de ciencia que estudian la tierra se llaman

/__/ biólogos /__/ astrónomos /__/ geólogos

---

6) El planeta más cerca al sol es

/__/ Venus /__/ Mercurio /__/ Tierra

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7) Cuando la mateira se cambia de sólido a líquido,

/__/ vaporiza /__/ se liquida /__/ hierve

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8) Es importante que se lave la piel alrededor de una cortadura o un rasguño para prevenir

/__/ immunidad /__/ infección /__/ esterilización

---

9) El cuerpo entero se protege por una cubierta externa de

/__/ piel /__/ huesos /__/ nervios

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10) Cinco protecciones que usa el cuerpo contra una herida son

/__/ los microbios /__/ las vacunas /__/ los sentidos